



## **SUMMARY**

### **Indiana's Proposed Rules for Educator Preparation and Accountability (REPA)**

Updated Thursday, Sept. 3, 2009.

- **Requires Emphasis on Content-Knowledge.** Proposed changes would revise the licensing requirements to emphasize teachers' content knowledge.
  - **Elementary teachers** (Pre-K to 6) must earn a baccalaureate degree consisting of an education major with a content-area minor OR a content-area major with an education minor.
    - Education major must include no more than 30 credit hours in pedagogy.
    - Education minor must include no more than 15 credit hours in pedagogy.
  - **Secondary teachers** (grades 5 to 12) must either receive:
    - A baccalaureate degree consisting of any applicable content-area major — as well as a minor in education; or
    - Certification by an education preparation that has been approved by the Advisory Board of the Division of Professional Standards.
  - Advisory board must approve a minor from an institution of higher learning.
- **Opens Door to Non-Traditional Administrators.** Proposed changes would allow school boards to hire superintendents outside of the traditional education system.
  - A school's governing body must apply for a waiver with the Department of Education. This waiver must also gain approval from the Advisory Board of the Division of Professional Standards.
  - Candidates for superintendent would be required to have at least a master's degree and pass the school leader's licensure test.
  - Candidates for building level administrator required to hold proficient practitioner license and pass the school leader exam.
  - If granted, these temporary administrator licenses would only be valid within the employing school district.
- **Requires Testing of Every Teacher.** Proposed changes would require all teaching candidates to pass certain tests to demonstrate competence in content-area knowledge and pedagogy (including the PRAXIS II exams).
  - No more testing waivers would be granted to **any** teachers or teaching candidates.
  - PRAXIS I tests would no longer be required. Instead, teaching applicants would be required to demonstrate basic skills before being admitted to schools of education.
- **Changes Novice-Teacher Programs.** Proposed changes would eliminate portfolio and mentor program for new teachers. Mentor programs would become a local option. Related changes would:

- Create a simplified Beginning Teacher Residency Program, in which a building-level administrator will be responsible for assessing a new teacher's effectiveness and developing a plan for professional improvement.
  - Eliminate NCATE measurement as the only requirement for school-of-education accreditation.
- **Changes License Renewal for Current Teachers.** Proposed changes would eliminate tuition-based course requirements for teachers to renew their licenses. Related changes:
- Allow in-service credits and professional development programs approved by a building-level administrator to be used for renewal. This could save teachers as much as \$1400 every five years in tuition costs.
  - Only activities and courses directly related to student achievement will count toward renewal.
  - Remove NCATE and INTASC focus on professional growth. (No research shows NCATE and INTASC standard leads to better teachers.)
- **Simplifies Licensing Process for Out-of-State Teachers & Career Changers.** Proposed changes would reduce licensing barriers for out-of-state teachers and other highly knowledgeable adults looking to enter the teaching profession. Related changes:
- **Out-of-State Candidates:** Eliminate transcript analysis by higher education institutions. Requires these applicants to have three years of expertise in good standing to receive a proficient practitioner license. Otherwise, they will receive an initial practitioner license.
  - **Changing Professions:** A teaching candidate with a baccalaureate degree may obtain an Education minor and pass a content-knowledge test for licensure.
- **Gives Local Administrators Greater Role in Professional Development Decisions.** To target teacher development to the school level, proposed changes would allow a building-level administrator (like a principal) to determine what type of training teachers need most to improve student achievement and renew teachers licenses.
- **Reduces Teacher Licensing Categories.** Proposed changes would reduce the five school settings to three settings for licensure: Pre-K to 6, 5 to 12 and Pre-K to 12.
- Eliminate outdated content areas. Example: bilingual/bicultural education (duplication).
  - Eliminate "reciprocal" license category.
- **Eases Restrictions on License Suspensions/Revocations.** Proposed changes would allow IDOE to accept license surrenders for suspensions/revocations and remove limitations on considerations of immorality, misconduct in office, incompetency or willful neglect of duty.

### **When and how will educators be subject to these changes?**

- New rules would go into effect July 1, 2010.
- Current teachers will convert their licenses to coincide with these new rules upon renewal. The only exception will be for a LIFE license issued under a prior licensing system.
- New rules will be grandfathered so that students in schools of education graduating prior to 2011 will not be affected by licensing changes.